



DEVELOPING A READING CULTURE IN THE DIGITAL ENVIRONMENT

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ABSTRACT

This article is aimed to analyze the impact of information and communication technology on the reading activities of users on the basis of synthesizing the results of other studies. Clarifying the requirements set out to develop reading culture for users in digital environments and giving a definition of reading culture in digital environment. Reading culture in digital environment is a combination of reading habits, digital skills, and information literacy.

KEYWORDS: reading culture, digital environment, reading habits, digital skills, and information literacy, digital documents.

INTRODUCTION:

Reading culture is one of the symbols showing the civilized progress of the nation. Countries with a high reading culture will likely master science, and technology. With the high reading culture, people will solve the difficult problems facing the nation and can innovate and create in all activities. The reading culture allows individuals to analyze and understand a nation's problems seriously. So a good reading culture opens the key to economic prosperity because knowledge is power. Reading helps people learn to survive, promote their full abilities, live and work with dignity, participate fully in the development process, build an knowledgeable citizen, improve quality of life, make informed decisions, develop critical skills, and continue learning (Ruterana, 2012). The absence of a reading culture not only leads to social inequality (Street, 2011) but also threatens national development as no country can thrive without information. The reading culture expands learners' vocabulary and also helps them acquire the right lifelong skills to participate and survive in today's changing environments.

CONCEPT OF READING CULTURE:

Reading culture is a problem that many researchers around the world are interested in. There have been quite a lot of researches related to reading culture. The concept of reading culture is expressed in many different aspects, but in general it can be seen that reading culture is approached under two angles: reading culture as a culture class of the community in a certain period and reading culture as a cultural behavior of each person in society.

Approaching reading culture as a culture class of the community, Johnson (2003) argues that: reading is a social phenomenon rather than a single phenomenon, it develops constantly over time, with roots deeply rooted in the traditions of each nation. Reading is not an activity, or even a process, but a system, a very complex cultural system that affects many different interpretations of the reader decoding the author's words. .

Approaching reading culture as a form of behavior of each person in society - This is a fairly popular approach when studying reading culture today. The authors following this tendency consider reading as the behavior of each person directed to decoding the text, thereby perceiving the information content in the document. Most studies refer to reading culture as a measure of the quality of accessing and absorbing information in the reading process. In the process, each person's abilities make a difference in their reading level. Reading culture (or reading level) is manifested in human behavior in the reading process, originating from the cultural level, the cultural "font" of each person. Tsvetkova M. said: "At the individual level, the reading culture reflects the cognitive capacity and mental tendencies that help to recognize the retinal printed symbols that create mental emotions" (Tsvetkova, 2006). According to Elisam (2005), the reading culture is the culture where reading is valued and appreciated in society. It's a culture where individuals read a lot and it's part of their regular routine. Reading is not only considered to be something we practice at school or study, but it is also practiced at home in our spare time as a means of entertainment.

In Vietnam, there are also some authors who approach the reading culture in terms of human behavior culture, considering the reading culture as a synthesis of individual human abilities applied in the reading process. The author Tran Thi Minh Nguyet in the article: "Education of reading culture in the primary school library in Hanoi" said that "reading culture is the synthesis of the ability to orient documents, comprehend documents creatively, and behave with documents of each individual" (Tran, 2016).

The impact of information and communication technology on reading habits:

The Internet is increasingly influencing the information world, transforming the way information is collected, stored, searched and retrieved. The advent of the internet has made a big difference in reading culture. Nowadays, reading is no longer limited to print reading. The range of reading resources that have changed drastically during the internet revolution include web pages, e-books, e-magazines, e-mail, chat, instant message, blogs, wikis, social networks and other other multimedia documents. Now, readers can access and browse online information from the web anywhere with the condition of using internet-connected devices.

The Internet is the communication platform on which digital content can be distributed to a wide variety of devices, including desktops, laptops, smartphones and other mobile devices. Hypertext and hypermedia technologies allow e-readers to browse from page to page by selecting links in different directions. Browsing the internet allows for navigating an interconnected informative world, discovering new web pages, reading updates and downloading things that readers are interested in. Browsing the internet has become a daily habit of the new generation.

As technology develops, reading habits are changing day by day. Today, while technology is steadily controlling personal lives, the habit of reading paper books is rapidly decreasing. Instead, they spend more hours on electronic means. Browsing the internet, using fun handheld devices, sending messages, and participating in social media seem like a routine of the day. This makes reading in a quiet corner of the library or home an ancient idea for most young people (The Hindu, 2004).

The problem is not that people spend less time reading, but that they are reading differently. With the increasing amount of digital information, young readers spend more time reading electronic documents (Liu, 2005). The increasing amount of reading time is spent more and more on browsing and searching for information on the internet. On the other hand, the nature and purpose of reading also seem to differ from traditional reading methods, which are concise, linear and less structured. Deep reading methods are thought to be replaced by shallow reading (Baron, 2015; Carr, 2010). Before the internet, the brain mostly read in a linear way - reading page by page, and so on. Sure, there can be images mixed in with text, but it doesn't distract much. Reading, say the researchers, even gives us the ability to remember where important information is located in a book just by layout.

Internet is different. With so much information, hyperlinked text, video alongside words, and ubiquitous interactivity, our brains form shortcuts to solve it all - scan, search for keywords, scroll up and down quickly. This is a non-linear reading, and it has been documented in academic studies. Some researchers believe that for many people, this reading style is beginning to invade when communicating with other media (Michael, 2014).

Some requirements for readers in digital environments:

The Internet offers readers the unique opportunity to access rich information sources such as hypertext, images, videos and and participate in the social exchange of information such as web forums, social networks, commenting newspapers. However, in the digital environment, readers face many difficulties due to the information explosion phenomenon, many different text formats, the quality and reliability of information on the network, the use of digital devices and specialized software. To exploit information effectively in a digital environ-

ment, readers need to be equipped with advanced reading skills far beyond what is necessary to understand a common paper document. Those are digital skills. These are digital skills including the skills to find, evaluate, use, share and create content using information technology and the Internet. For readers, digital skills relate to:

- Knowledge and the ability to determine information needs from digital sources.
- Skills to rationally use digital tools, means, and softwares to exploit information and disseminate information.
- The ability to access, organize and evaluate digital resources as well as build new knowledge.

Looking for information in a digital environment, readers need to determine their information needs on such aspects as: the wide or narrow scope of the problem, the nature of the information to be searched, the purpose of the information used. These signs are shown by the reader through keywords to find information.

In traditional information environment, readers only need to be literate to be able to read documents. However, in the digital environment, literate readers are unlikely to exploit and use digital documents effectively if they are not equipped with the knowledge and skills to use digital tools and software for exploiting digital documents such as skills of using computers, mobile devices, knowledge of the network environment, knowledge of document formats, software used to search, read and disseminate information variable.

Reading documents in a digital environment, efficient navigation is essential to handling the vast amount of information on the internet, helping readers avoid being distracted and lost in cyberspace. This ability is not only related to searching and browsing information, but also related to the selection of hyperlinks to read (Cho, 2014). When looking for information, the reader must analyze their needs, identify the source to search and then use information search engines. The search engine will provide a list of search results and now the reader must have the skills to judge and choose which results to read among many results found on the internet. Some studies have suggested that in such situations, uncertain readers often rely on empirical cues to make decisions instead of systematically evaluating the information found (Metzger, Flanagan, & Medders, 2010).

Furthermore, the internet and information technology have given people the opportunity to become information providers. The world of information is more diverse and richer than ever. However, along with web, blog, wiki, facebook, twitter and other online publishing channels, information quality is mixed, lack of credibility and even misleading. Therefore, readers need skills to evaluate the relevance and reliability of information. This requires the reader to be able to apply criteria to evaluate information and sources, to examine and compare information from different sources to assess its reliability, validity, accuracy, reputation, timeliness, and attitudes or prejudices; Analyze the structure and logic of arguments; Recognize the context in which the information was generated.

Reading culture and developing reading culture in digital environment:

Reading culture in digital environment:

As analyzed above, in order to effectively exploit information in digital environment, readers must be equipped with digital skills in addition to traditional document reading skills. Therefore, in the digital environment, reading culture is against reading habits, digital skills (using tools, digital means, some software to exploit and disseminate information) and information literacy (ability to identify information needs, ability to locate information, find information, evaluate information, use information, analyze and synthesize information, understanding of issues economic, legal, and ethical related to use and sharing of information) of each individual.

Developing a reading culture in the digital environment:

The concept of development refers to the process of moving in the tendency from low to high, from less complete to more complete. Thus, the concept of development is not identical with the concept of movement in general; it is not a mere incremental or decreasing change in quantity or a repetitive cyclic change in the old substance but a qualitative change in the direction of perfection of the thing. Development is also the process of generating and resolving inherent objective conflicts of things; is the process of unifying between negating negative factors and inheriting, enhancing positive factors from old things in new forms of things. Developing a reading culture in digital environment is creating a convenient reading environment for readers to exploit and use different types of information and documents, including digital documents; develop reading habits, equip digital skills and information literacy for readers.

The development of each individual's reading culture is the result of self-effort under the influence of social organizations such as agencies, organizations, unions, communities and the educational impact of families and schools, .. in which the library has a particularly important place. Development of reading culture must be the process of self-training for readers to practice reading habits, being equipped with knowledge and skills to form digital reading skills and information literacy.

CONCLUSION:

Through the above analysis, it can be seen that with the advent of the internet, the development of information and communication technologies has made the information environment more and more diverse, rich and complex. Readers' reading needs and reading habits have not diminished but just shifted from reading traditional documents to reading digital documents and other documents. The increasing demand for digital document reading is inevitable while new news media gradually replace traditional books, the trend of publishing and posting information on the Internet is more and more popular. Efficiently exploiting digital documents requires readers to be equipped with digital skills in addition to traditional document reading skills. Therefore, developing a reading culture in a digital environment should pay special attention to developing quality digital resources and equipping readers with digital skills and information literacy.

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